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AUTHOR Coster, John K.
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ABSTRACT

In order to gather information on which to base decisions regarding the continuation of the Concerted Services in Training and Education in Rural Areas, a preliminary appraisal was made of three pilot projects located in Arkansas, New Mexico, and Minnesota. Overall impressions and reactions to attainment of objectives were made, and some major ones include: (1) Marked progress has been made toward developing general operational patterns for concentrating all agencies and resources on the occupational education problems, (2) Definite progress has been made in identifying existing and potential employment opportunities and organizing occupational education programs for youth and adults, (3) Vocational couseling services are needed in rural areas, (4) A crucial problem is the extent to which resources other than governmental agencies may be tapped to provide educational, guidance, and other services, (5) The projects have fostered closer working relations among federal and state agencies operating in the counties, and (6) Although the conceptualization and implementation of the project is of vital importance, the ultimate success rests with the county coordinator. Related documents in this issue are VT 011 403 and VT 011 474-476. (SB)

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A PRELIMINARY APPRAISAL OF CONCERTED SERVICES IN TRAINING AND EDUCATION IN RURAL AREAS

JOHN K. COSTER
CENTER FOR OCCUPATIONAL EDUCATION

OCCASIONAL PAPER NO. 1

CENTER FOR OCCUPATIONAL EDUCATION
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH
1967

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JOHN K. COSTER

Professor of Agricultural Education and Director
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CENTER FOR OCCUPATIONAL EDUCATION

North Carolina State University at Raleigh

Raleigh, North Carolina

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All Center publications are subjected to critical review prior to publication. The members of the panel who reviewed the manuscript and recommended its publication in the Center Occasional Paper Series were Dr. B. Eugene Griessman, Associate Professor of Sociology and Anthropology and Dr. Charles H. Rogers, Associate Professor of Agricultural Education, both of North Carolina State University.

John K. Coster

Preface

This paper was initially presented as a report to the Inter-departmental Task Force on Concerted Services in Training and Education in Rural Areas on November 27, 1967, in Washington, D. C.

The paper was prompted by an urgent need for information on which to base decisions regarding the continuation of the project, and the necessity for this information required that a preliminary appraisal of the program be conducted prior to the launching of the full-scale evaluation. Accordingly, the investigation which this study reports was carried out during June of 1967.

The study itself is highly introspective. The time frame did not allow for the development of a detailed evaluative research design, and the material collected represents the observations and perceptions of the investigator. Nevertheless, the preliminary appraisal did uncover evidence to indicate that not only were efforts being directed toward the attainment of the objectives, but also that those efforts were beginning to show some effect.

A complete analysis of the program and its effects will await the findings of Dr. B. Eugene Griessman and his evaluation team. However, there appears to be some value in the presentation of this report, since it provides a glimpse of the CSTE program during the earliest phases of its operation. Perhaps this material, in conjunction with the later reports, can provide a continuous picture of both the developmental program itself, and the way in which the program has evolved.

John K. Coster
Director, Center for
Occupational Education

BACKGROUND OF THE PROJECT

During the summer of 1966, a proposal entitled "An Evaluation of a Project Entitled: Concerted Services in Training and Education in Rural Areas," was initiated by Selz C. Mayo, Professor and Head, Department of Sociology and Anthropology, North Carolina State University, and was transmitted from this campus to the Bureau of Research, U. S. Office of Education. The proposal was accepted, and assigned to the Division of Adult and Vocational Research. At about the same time, a proposal for the continuation of the Center for Research, Development, and Training in Occupational Education was approved by the U. S. Commission of Education, and a grant of $675,000 was awarded North Carolina State University for a twelve-month period beginning February 1, 1967. Subsequently, by agreement, the proposal for the CSTE evaluation was incorporated into the program for the Center for Occupational Education as one of the projects of the Center.

The budget of the Center was revised to incorporate the CSTE evaluation project and the highest priority was assigned to launching this project. Unfortunately, the time span between notification of approval of the proposal and the start of the program on February 1, which coincided with the beginning of the second semester at the University, was not adequate to enable us to employ a director to start immediately. Since the success of the project was contingent on employing a highly qualified director, a search was undertaken, and in April, 1967, Dr. B. Eugene Griessman agreed to assume responsibility for this project. Dr. Griessman's association with the project began July 15, 1967.

The integration of the CSTE evaluation project into the program of the Center mandated that I become familiar with the Concerted Services project. Accordingly, I initiated a series of activities designed (1) to acquire a fuller understanding of the Concerted Services Project, and (2) to conduct a preliminary review of the project as it is being operated in the three selected counties.

FAMILIARIZATION ACTIVITIES

In order to gain some understanding of the Concerted Services Project and how it was conceived and developed at the national level, I conferred with members of the Interdepartmental Task Force which had been instrumental in the creation of Concerted Services. I also assembled a set of documents pertinent to the Concerted Services Project. The conferences and documents provided a broad overview of the project at a national level. Since the project, in its pilot form, was to be conducted in three states, I made arrangements to meet with various state level personnel in the CSTE states--Arkansas, Minnesota, and New Mexico. These meetings included personnel from the Employment Security Administration and the State Divisions of Vocational Education. Finally, in order to observe the operation of CSTE at the local level I arranged conferences with the county coordinators in each CSTE area. The county coordinators at that time were Edgar Henderson, St. Francis County, Arkansas; Henry Gonzales, Sandoval County, New Mexico; and Sherman Mandt, Todd County, Minnesota. In addition to the coordinators, conferences were also held with key leaders in each of the three counties during the visitation period.

THE PRELIMINARY REVIEW

In addition to acquiring a fuller understanding of the Concerted Services Project, I was interested in obtaining information for a preliminary review of the progress of the project. The preliminary review was not intended to serve as a formal evaluation of the project. Rather, it was intended to probe into some of the problem areas toward which the formal evaluation likely will be directed. I shall present, therefore, (1) my reactions to the attainment of the objectives of the Concerted Services Project as were defined in Concerted Services Project Document No. 1 entitled "Selected Procedures for Implementing Rural Concerted Services Projects," and dated January, 1965; and (2) my overall impressions gained during the visits to three counties.

ATTAINMENT OF OBJECTIVES

Concerted Services Project Document No. 1 listed six objectives. Reactions to each objective will be given. Reactions are presented in general terms for two reasons: first, the time that I spent in each of the three counties did not permit me to delve into the specifics of the operation of the programs in the three counties. Second, there is neither intent nor desire to directly compare the program in the three counties.

Objective 1.

Develop general operational patterns for concentrating all of the available, emerging, and necessary agencies and resources on the occupational education problems, and as necessary in the health, welfare, socio-economic, and related problems of those residing in the three communities.

Marked progress has been made toward the attainment of this objective. Information obtained during the conferences with the coordinators indicated that the coordinators not only were familiar with Federal,

state, and local programs, agencies, and personnel which potentially may impact on alleviating educational, social, and economic problems in rural areas, but also they had established necessary interpersonal relationships by which the available resources could be channeled toward resolving the problems.

The extent to which effective operational patterns have been developed is attributable to a number of factors, including:

1. The excellent orientation program for the coordinators which was conducted in Washington September 9-15, 1965, and described in a memorandum dated September 28 transmitted by Herbert G. Folken, Deputy Director, Program Operation Division, Rural Community Development Services, U. S. Department of Agriculture.

2. The dedication of the coordinators to the concept of the Concerted Services Project which includes the need to maintain anonymity to generate effectiveness. The necessity for anonymity was emphasized by each of the three coordinators during the conferences.

3. The personal and professional competence of the coordinators.

4. The effective liaison with the Interdepartmental Task Force.

5. The support of the cooperating departments and agencies at the Federal, state, and county levels.

6. The global approach being followed in each county, which means in effect that the project is not identified with any single agency but that it is functioning within the context of an array of agencies. The need for an organizational structure in which the coordinator is not identified spatially or administratively with any single agency also was emphasized by each of the coordinators.

Except for points 2, relating to anonymity, and 6, relating to independence, the operational pattern varied among the three counties. County advisory committees, for example, were involved in varying degrees of intensity. So, too, were state committees which include personnel related to the program at the state level. It is anticipated that the formal evaluation program will include a study of the need for and guidelines for the duties to be performed by county and state advisory committees.

The variability of operational patterns is a strength of the program. The background and experience of the three coordinators vary widely, and the variability of operational patterns has permitted each coordinator to draw on his own personal strengths to implement the project in his county. Furthermore, even though each individual county met the criteria set forth by the Interdepartmental Task Force for selection, social, economic, and political conditions vary greatly among the three counties. A common operational pattern would have been untenable. The adaptability of the project is a credit to the Interdepartmental Task Force.

Objective 2.

Identify existing and potential employment opportunities and occupational education programs available to youth and to adults who are unemployed or whose income is insufficient to maintain a respectable standard of living.

The attainment of this objective has been facilitated markedly by the coterminous initiation of surveys through the Smaller Communities Program of the U. S. Department of Labor with the Concerted Services Project. The data obtained from these surveys provided a valuable resource for the coordinators. Perhaps more significantly the initiation of the survey served as a focal point for initiating the Concerted

Services Project. To this extent, the initiation of the survey constituted an application of the "Hawthorne" effect on the counties.

Although the data generated by the Smaller Communities Program did provide a valuable resource to the coordinators, it should be pointed out that the intensity of the surveys and the tabulation of data varied among the three counties. A study of the data generated and the plans for utilizing the data among the three counties is recommended in order to produce a more uniform system of reporting and utilizing data.

Definite progress has been made in each of the three counties to identify existing and potential employment opportunities and to organize occupational education programs for youth and for adults. In St. Francis County, Arkansas, the expansion of local industries has created a demand for semi-skilled and skilled labor which is being met through joint adult basic education and Manpower Training and Development programs. In Sandoval County, New Mexico, a wood-processing plant was rebuilt, financed by an Economic Development Administration grant, which is providing employment for approximately 100 residents of the Santo Domingo Pueblo. In Todd County, Minnesota, six farmer training programs have been conducted, designed to increase the economic productiveness of approximately 120 farmers in the county. Other examples might be given; suffice it to indicate here that progress is being made through the coordination and application of existing resources.

Objective 3.

Develop ways in which these rural communities can provide educational, guidance and other services needed to help people become employable and secure employment. This would include development of plans for: increasing basic educational skills, improving general conditions of health and correcting physical conditions, improving appearance and personal characteristics, providing vocational counseling, developing occupational competency.

The procedures for attaining Objective 3 are in the developmental process. The county coordinators are directing their attention toward the preparation of overall community plans for providing needed services to rural communities.

Thus far major emphasis has been placed on providing technical assistance for the initiation of proposals for funds for the operation of educational programs. The proposals generally have been submitted to Federal funding agencies. Coordinators have stimulated proposals on their own initiative and also have provided data for the preparation of proposals by other agencies in the county. Initial efforts have been directed toward establishing programs designed to increase basic educational skills, and programs designed to develop occupational competency. My reaction to this strategy is that it is appropriate. Federally funded programs are conceived as instruments of progress, but the potential impacts of these programs need to be translated to the potential recipients. The county coordinators are in a position to serve as a linkage between the intents of the programs and the needs of the community. In addition, the coordinators have access to the language of transmission; namely, data and information regarding local conditions by and through which the needs for programs may be manifested.

Vocational counseling services are sorely needed in rural areas. Testing and counseling services were provided as part of the Smaller Communities Program, but the extensiveness of these services varied among the three counties. These services also are available in schools within the counties. The real problem is that of motivating persons who need additional training to become employable to avail themselves of counseling services.

Attacking the problem of health and physical conditions and improving appearance and personal characteristics presents a more formidable challenge to the Concerted Services Project. Programs addressed to these problems are underway in each of the three counties, but additional time and resources will be required to reach the hard core of traditional non-participants in the three counties.

One of the crucial problems to which continuing attention is needed pertains to the extent to which resources other than governmental agencies may be tapped to provide educational, guidance, and other services. Can the Concerted Services Project engender local initiation and allocation of resources? It is anticipated that attention will be given to this problem in the CSTE evaluation project. Information obtained during the preliminary review is inadequate to base a conjecture on this problem.

The problem of establishing a communication linkage is essential to the attainment of Objective 3. This problem is especially pertinent in St. Francis County, Arkansas, with a relatively high proportion of Negroes in the population, and in Sandoval County, New Mexico, with a relatively high proportion of Spanish-Americans and Indians in the population. Cultural differences are not conducive to communications. The coordinators in these two counties are aware of the need to establish communication linkage. As far as I can ascertain, they have made remarkable progress in establishing such linkages.

Objective 4.

Demonstrate that occupational educational programs, in conjunction with other economic development activities, can significantly increase employment opportunities.

Reactions are given both to the objective itself and to the progress made toward attaining the objective.

It is assumed that the intent of increasing employment opportunities refers to employment opportunities in the target counties or in contiguous counties. If this assumption is valid, then there is little or no question that the Concerted Services Project must make a dual thrust (1) toward increasing occupational education and related training programs such as adult basic education and (2) toward stimulating economic development in the counties. Indeed, the only way by which employment opportunities may be increased is through the expansion of industrial activity, broadly defined. The coordinators, in general, accept this position. They view the Concerted Services Project as not being limited to training and education.

Variations in the affective (i.e. attitudinal) economic, social, and political climate in the three counties are reflected in the variations in which changes in the economic base are being wrought to effect increases in employment opportunities. As has previously been indicated, a grant from the Economic Development Administration has been awarded in Sandoval to rebuild a wood processing plant. A five million dollar plant is being located near Bernalillo. Negotiations were underway to locate a feed lot in Sandoval County which would involve contracting for 2,000 acres of alfalfa grown on the Indian reservation. The feed lot, which will be automated, will not employ a large number of workers, but it will provide a local market outlet for alfalfa produced by farmers in two pueblos.

Several new industries have been located in St. Francis County during the past decade. Since the start of the Concerted Services Project, the major increase in employment opportunities has occurred through the expansions of the established plants. Negotiations are underway to attract additional industry to the area. Like Sandoval County, St. Francis County qualified for grants from the Economic Development Administration on the basis of the relatively high rate of unemployment.

Unlike Sandoval County and St. Francis County, Todd County does not qualify for grants from the Economic Development Administration due to its relatively low rate of unemployment. Underemployment, primarily among the farm population, is a greater problem in Todd County than unemployment. There has been some industrial expansion in Todd County, but the rate of industrial expansion has been modest. A printing establishment is one of the largest employers of non-farm workers, and the number of persons employed has increased gradually over the past two decades. An optical lens factory was built recently and will provide employment for approximately 200 workers when it reaches full production. A large majority of the workers employed in this plant will be women.

Whereas there is a surfeit of potential workers, albeit unskilled and lacking in basic educational skill, in St. Francis and Todd counties, there is no surfeit in Todd County. The president of the printing establishment indicated that the labor market is relatively tight. It is conjectured that the relatively low level of per capita income in Todd County is attributable in part to relatively low wages and in part to the low per capita farm income (Todd County ranks among the lowest of all counties in Minnesota in per capita income). Farm ownership in

Todd County is relatively high, the size of farms is relatively small, and farm consolidation is relatively low. There is little evidence that the underemployed farmers are augmenting their incomes through part-time, off-farm employment. The immediate problem in Todd County is to broaden the economic farm base through intensification and specialization. Whether the introduction of additional industry in Todd County will stimulate farmers with marginal incomes to rent their land and accept an off-farm employment is a matter of conjecture. The people in Todd County are linked closely to the land.

The problems of economic development within the three counties are complicated. Concerted state and local initiative is essential. Moreover, concessions of various types apparently are required to attract new industry. These concessions relate both to favorable tax structure and methods of financing plant construction as well as to non-material advantages such as educational opportunities and cultural advantages. The CSTE evaluation project will examine economic development and industrial expansion in the three counties. In addition, the CSTE evaluation project will examine the role of the Concerted Services Project in stimulating economic development and plant location.

The alternatives to increasing employment opportunities through education, training, and economic development merit consideration. In St. Francis County, out migration is an alternative. Displaced farm workers may and do migrate to metropolitan centers. They import no industrial or business skills. They are likely to relocate in the already crowded ghettos. Economic incentives to encourage economic development may be expensive, but they may not be as costly as the costs

of dealing with unskilled, unemployed workers in the metropolitan ghettos.

In Sandoval County, out-migration, generally, is not an alternative, especially for the residents of the pueblos. Their land is theirs, and they do not desire to leave it. Yet their land provides only a modicum of economic support. Technological advances in agriculture have stopped short of reservation boundaries. A farmer training program was started in Santo Domingo Pueblo last year, which featured a demonstration plot to show the effects of fertilization, improved varieties, and new crops. But the equipment available was outmoded, the stands of crops were poor, and the results are likely to be disappointing. My reaction is that there is no suitable alternative to broadening the economic base; how this is to be done remains a fundamental question.

Out-migration and farm consolidation have not been accepted as alternatives to low per capita income in Todd County. The incentives needed to intensify farm production should be investigated. The possibilities of part-time employment should also be investigated.

With regard to the attainment of Objective 4, there is evidence that progress has been made during the time that the Concerted Services Project has been in operation. The evidence was mentioned earlier in this report. In St. Francis County, plant expansion has created demands for jobs for which qualified workers were not available. Combined adult basic education-job training programs have been instrumental in organizing these programs, identifying potential enrollees from the files produced by the Smaller Communities Program.

In Sandoval County, a wood processing plant was rebuilt (and expanded) with an Economic Development Administration grant. Employment

opportunities for men on the Santo Domingo Pueblo were increased. The county coordinator was instrumental in arranging for the EDA grant. A heavy equipment training program was initiated under Manpower Training and Development. It was terminated at the end of the second class. Thirty-two heavy equipment operations, including both Indians and Spanish speaking Americans, were trained. Placements were satisfactory. The county coordinator was instrumental in establishing the training program. This review will not deal with the conditions that led to the termination of the program except to indicate that they merit intensive study. The effect of terminating the program on the morale of residents of the peublos was disproportionate to the number of Indian youth enrolled. Here was an opportunity to enroll in a training program and obtain employment at relatively high wages which suddenly was cancelled. The CSTE evaluation project will document other examples of increasing employment through occupational education programs and economic development in Sandoval County.

Insufficient evidence was obtained in Todd County to relate to the attainment of Objective 4. Approximately 120 farmers have been trained in a farmer training program designed to intensify farm operations. Measures of the extent to which the scope of farm operations have been increased were not available. A course in graphics was conducted, but many of the graduates were employed outside of the county. The county coordinator has been instrumental in organizing these courses, as well as other training programs in the county. But economic development has progressed at a modest rate, and there is a question as to whether the local Concerted Services advisory council has viewed economic development as an integral part of the Concerted Services Project. This observation does not apply to the county coordinator.

The establishment of vocational-technical training facilities in St. Francis County and in Sandoval County will enable an assessment to be made of the effect of these training facilities on employment opportunities. The Crowley Ridge Area Technical School was to have been opened at Forrest City in the fall of 1967. This school is part of the network of area technical schools being established in Arkansas. The county coordinator is working closely with the director of the school. The county coordinator in Sandoval County was instrumental in obtaining a grant from the Economic Development Administration to construct a vocational school in Bernalillo, the county seat.

Todd County has one of the nation's outstanding area technical schools at Staples in the northern part of the county. The county coordinator has established working relations with the superintendent of schools and the director of the area technical school. This school draws students from the entire state, and exports a very large proportion of its graduates. There is evidence to denote that the number of enrollees from Todd County has increased subsequent to the inception of the Concerted Services Project. But so far no industry has located near Staples to take advantage of the graduates of this program. An interesting question is whether industry would locate in Todd County if the county were eligible for an Economic Development Administration grant.

Objective 5.

Demonstrate that a concerted occupational education effort, based on local involvement, will develop indigenous leadership, individual dignity, initiative, and community awareness resulting in continuing community development.

There is little or no question that the introduction of Concerted Services in the three counties has fostered closer working relations among Federal and state agencies operating in the counties. Almost without exception, the representatives of other agencies interviewed expressed extremely favorable reactions to the Concerted Services Project. The plan of operation of the Concerted Services Project is such that the coordinators realize the objectives of the Project through existing agencies. Hence, Concerted Services is not viewed as a conflicting program or as a threat to existing programs, but as an instrument through which the operation of the existing agencies may be facilitated and their goals attained.

Thus far, the county coordinators have worked chiefly with existing leadership in the counties. Linkages have been established with numerous agencies and committees. The extent to which new leadership has been identified and developed was not ascertained. Hopefully, this will occur as the projects develop further.

The crucial test of the program will be the extent to which a base is established by and through which local initiative and community awareness will be energized and maintained. Initial efforts generally have been fruitful. It is what happens over an extended period of time that counts.

In the CSTE evaluation projects, recipients of training under programs generated through the efforts of the county coordinators will be interviewed. I interviewed only one trainee during my visits. He was a 25-year old Arkansas Negro. He had completed the sixth grade in school, but tests administered by the adult basic education teacher indicate third grade achievement. Within 16 weeks his achievement had

increased to the fifth grade level. He was enrolled in a welding course and proudly demonstrated the results of his recently acquired skills. After five months of training he expects to be certified as a first class welder. He was a welfare recipient prior to entering training. In all likelihood he will be employed as a welder in a local industry at a beginning wage of $2.25 per hour. His attitude toward the future was extremely favorable. And, further, in addition to the training that he received during the day at the training center, he also was enrolled in another adult basic education program near his home in the evening. The director of the Community Action Program for St. Francis and Scott counties, a Negro, assured me that the attitude of the young man I interviewed was not a unique case. The Negroes are responding favorably to the newly established training and employment opportunities. According to him, approximately 30 percent of the persons employed in the local industries were nonwhite.

Objective 6.

Determine the relationship of the traditional educational and occupational patterns of people in the communities to their present and emerging needs and make recommendations for necessary adjustments.

This objective has been discussed throughout this monograph. The target population has not benefitted materially from traditional educational programs; indeed, the primary target population for whom the Project was designed are drop-outs from the program. Except possibly in Todd County, the persons did not remain in school to participate in occupational education programs. Their careers have been linked to an agrarian society, which is in the process of transition. The jobs that were available for them when they left school either no longer exist or

are relatively unattractive. Their value patterns have not held formal education in high esteem. Many of these persons were born to poverty and they know no alternative. Reliance on welfare is for many a way of life.

The coordinators are aware of the conditions that exist. They know that the changes that must be wrought are embedded in a context that is deeper than providing jobs and training for jobs. Attitudinal changes toward the worth of the individual and toward his participating fully in the economic, social, and political structure in American society are involved. Job opportunities must exist, the ways by which these jobs may be entered must be clarified, and the new alternatives must be patently more desirable than the old alternatives. Needs must be couched in the terms of the clientele to be served. And, further, adjustments are required of society as well as of the individual.

The Smaller Communities Program has demonstrated that many of these people can be reached. Further, this program has demonstrated that it can generate data useful in planning programs of occupational education. An OEO program in Sandoval County has demonstrated that, given the opportunity, low income-low educated people can learn the rudiments of construction skills while making seemingly modest, but actually significant improvements in their homes. Progress is likely to be slow, and thus far the Concerted Services Project has scratched the surface. But the people I met on my visits to the three counties who are operating the programs in concert with Concerted Services are dedicated professionals who desire to make their efforts as effective as possible. The Concerted Service Project can assist them.

OVERALL REACTIONS

As a researcher, I am fully aware of the dangers of generalizing from the information that I was able to gather during my relatively brief visits to the three counties. I stress here that my reactions are largely impressionistic. Yet I did arrive at some tentative conclusions which I shall present as preliminary overall reactions.

1. The Concerted Services Project is fundamentally a sound project. More than adequate attention has been given to its conceptualization. The linkage between conceptualization and implementation is direct and strong. The economic efficiency of the program is extremely high. Public funds expended for this program may well be proven one of the most productive investments that has been made toward the alleviation of problems in economically distressed rural areas.

2. The problems of evaluating the project are complex. In the first place, it is the system -- not the counties nor the coordinators -- that is being evaluated. But, in the second place, it is extremely difficult to disassociate the system from either the counties or the coordinators. The Project is conceived as a "massive" treatment that has been applied in each of the three counties. The "massive" treatment is, in effect, a combination of the Project and the coordinators. Massive treatment -- that is, treatments that include more than one input -- are characteristic of developmental or pilot programs in education. The consideration of a "massive" treatment, in itself, presents no real problem in that the coordinator is expected to blend into the milieu of the county. The crucial problem will be to establish a norm against which progress in each county, i.e., the effect of the treatment, may be

measured. Comparisons among the three counties are not warranted. The counties differ, as do the coordinators. Norms may be established on the basis of a cohort of counties. But the difficulty of identifying a cohort of counties varies among the three states. In Arkansas, it may be possible to compare St. Francis County with surrounding counties in the same economic region, but this definitely is not possible in New Mexico and it probably is not possible in Minnesota. Yet norms must be established against which change may be measured. A combination of internal change within each county and comparison with norms based on best available data will probably be used.

3. Although the conceptualization and implementation of the project is of vital importance, the ultimate success rests with the county coordinator. He must be a highly competent professional, yet motivated by a sense of altruism that he is satisfied with a system of rewards that is chiefly vicarious. He must be willing to allow others to accept credit for his efforts, and receive his satisfaction from the inner knowledge that through his efforts the paradox of affluence of and poverty in American society has diminished slightly. How to select and train such professionals presents a real problem; thus far the Task Force has been fortunate in the selection of the coordinators.

4. There were indications that coordinators are moving in the direction of a problem-centered approach as contrasted with a program-centered approach. This means that broad problems are identified in the counties, and resources from available programs are interlocked to provide the wherewithal to impact on the problems. This approach should be continued and its ramifications explored more fully as the project continues.

5. As the project is expanded -- and it should be expanded -- careful consideration should be given to the organizational and administrative patterns. The coordinators should not be identified with existing agencies. Much of the strength of the Project is attributable to the linkage with the Interdepartmental Task Force through the liaison officer. How this linkage may be maintained as the program is expanded is a problem that merits careful study.

6. The Concerted Services Project has implications for the training of leadership personnel in occupational education which transcend the formally stated objectives of the project. This is one of the reasons that I have offered to incorporate the Concerted Services concept within one of the ongoing action projects of the Center for Occupational Education. (The second reason is the desire to initiate the evaluation of the project concurrent with the start of the project in a selected county.)